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ABSTRACT

The basic objectives of the "Indian Needs Assessment Conference," held in Phoenix, Arizona, were (1) to evaluate the interim study, "Assessment of the Educational Needs of Indian Students in the State of Arizona," conducted by the Consulting Services, Corporation, and (2) to arrive at some positive recommendations for the improvement of American Indian education in Arizona and some realistic proposals for implementing these recommendations. To achieve these objectives, the Arizona Department of Education and the Elementary and Secondary Act Title III, sponsors of the conference, brought together more than 60 educators from Arizona elementary and secondary schools where Indian students are enrolled. The conference held 8 informal discussion groups where participants expressed their views regarding the study, their individual programs, and the needs of Indian education in the state. In the concluding remarks, it was observed that American Indian professional educators can contribute to the statewide educational system and that basic issues of contention between Indians and non-Indians remain unsolved. It was also suggested that a statewide Council on Minority Education be organized to assess needs and priorities, that this Council hold grass roots and regional meetings, and that it establish Minority Education Centers which would develop their own specialities emphasizing the needs of the people served. The Council's strength, would lie in its ability to recognize needs common to all minorities and needs unique to each minority. The appendix lists the participants, their district and county, and their discussion group. (FF)

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SUMMARY REPORT OF THE INDIAN NEEDS ASSESSMENT CONFERENCE

Sponsored by

Arizona Department of Education
W. P. Shofstall, Superintendent of Public Instruction

ESEA Title III Advisory Council and Professional Staff

Phoenix March 19, 1970

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PREFACE

The real value of this report lies with the people it represents. While my own comments reflect only the views of one man, the report of the conference proceedings encompasses the expert advice of professional educators from every part of the state, men and women, both Indian and non-Indian, who have worked in the field of Indian Education at diverse levels for years.

It is my hope that this report will serve as a catalyst, for it is certainly not intended as a cure-all. Its success will depend solely upon those who use it - - and those who toss it aside.

I fully expect some will challenge the views expressed in this report, but I sincerely hope we have avoided any inaccuracies. This was a joint effort involving the time and energies of many, none of whom, to my recollection, proclaimed infallibility.

If the contents of this report stir some controversy, and then go further to bring new and more effective resources to bear on the problem of Indian Education; if the views expressed here stimulate others to make a reappraisal of their philosophy and programs, and then go further to disturb some to the point of taking action; if six months from now even one irate phone call comes in from an outlying school district to some key office at the Arizona Department of Education and asks, "When the h--- are we going to get moving on this thing?", then we the authors

and instigators, will feel amply rewarded.

Appreciation is expressed to the eight discussion group leaders whose names appear as co-authors on the title page of this report. I would also like to express my thanks to Florence Reynolds, Mamie Sizemore, Francis McKinley, James Turner, Eldon Randall, Josiah Moore, and Jack Wilson for giving generously of their time to review the draft of the report and provide me with their suggestions and criticisms. I hope they will recognize some of the changes that were made. My thanks, too, to Tom Roth for his excellent cover design.

Last but certainly not least, a great deal of credit should go to Helen MacArthur and her Director, Fred Sughrue, from Title III ESEA, for their patience and cooperation with a project that kept growing in complexity. They never tried to interfere or hinder anyone, and yet they were available with expert assistance when needed. Come to think of it, perhaps nothing would have gotten into print had it not been for the diligent efforts of secretaries Marlene Klatt, Alice Zajac, Judy Griffith and Rusty Schreiber, and my favorite underpaid critic, advisor and proofreader, Leila Parmee.

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STATEMENT BY TITLE III, ESEA

The purpose of Title III ESEA is to develop imaginative solutions to educational problems; to more effectively utilize research findings; and to create, design, and make intelligent use of supplementary centers and services. Primary objectives are to translate the latest knowledge about teaching and learning into widespread educational practice and to create an awareness of new programs and services of high quality that can be incorporated into school programs. The heart of the program is in the provisions for bringing a creative force to the improvement of schools and for demonstrating that better practices can be applied. Since the innovative and exemplary programs supported are intended to contribute substantially to educational improvement, priority in funding is given to those projects which offer the greatest promise of solving persistant problems, thereby advancing educational excellence.

Within this broad purpose the state is responsible for assessment of needs, dissemination, evaluation and program planning. The ESEA Advisory Council chose to begin its needs assessment program by assessing the educational needs of Indian Students. That assessment was intended to assist those schools with Indian students in attendance in reviewing their specific needs, and to give the Advisory Council adequate information to review proposals. Consulting Services, Inc. was chosen to plan and execute an interim assessment. This firm specializes in economic and educational research and governmental services. Some of their work experience relevant to surveys

and educational problems include (a) an assessment of education needs for students in Washington State for the Title III ESEA Advisory Council, (b) a national evaluation of Adult Basic Education programs for the United States Office of Economic Opportunity, including development of an evaluative model and management information system, and (c) a study of seasonal farm workers in the State of New Jersey for the Governor's Migrant Labor Task Force.

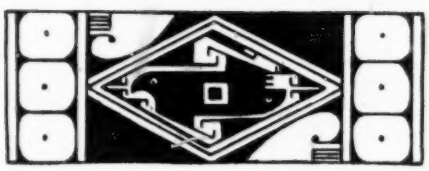
This interim assessment was presented to the Advisory Council in January, 1970. The council felt it imperative to disseminate the results of the study to the Johnson-O'Malley school superintendents. The Advisory Council and the Title III professional staff now only wanted knowledgeable Indian educators, administrative personnel, and teachers to read the report, but also to provide us feedback as to what needs were valid within their own experience and what new and innovative programs might be developed to alleviate these documented needs. It was not the purpose of the study or the conference to discuss and highlight the excellent programs being conducted for Indian students; since, if programs fit needs, needs begin to be alleviated.

The editor chosen to review and summarize the discussion group reports was Mr. Edward A. Parmee, Area Specialist, Cooperative Extension Service, University of Arizona. Mr. Parmee was a Fulbright Scholar to India, an advisor to American Indian Students at the University of Arizona, and an anthropology instructor at the same institution. Two of his important publications relating to this task of editing are "Social Factors Affecting the Education of San Carlos Apaches," in Report: Annual Conference of the Coordinating Council for Research in Indian Education. Arizona State Department of Public Instruction,

Phoenix, Arizona, 1961 and "Formal Education and Cultural Change: The Challenges of a Modern Apache Indian Community to State and Federal Education Programs." Hard-cover book. University of Arizona Press, Tucson, Arizona. 1968.

ESEA Title III is grateful for the contribution of the Cooperative Extension Service, University of Arizona, and to Title I, HEA, under which Mr. Parmee's current position is funded.

Helen H. MacArthur
Assistant Director



INTRODUCTION

There were two basic objectives of the "Indian Needs Assessment Conference" held in Phoenix on March 19, 1970:

1) Evaluate the interim study, "Assessment of the Educational Needs of Indian Students in the State of Arizona", conducted by the Consulting Services Corporation, and

2) Arrive at some positive recommendations for the improvement of Indian Education in Arizona, and some realistic proposals for implementing these recommendations.

OBJECTIVES OF THE CONFERENCE

In order to achieve these objectives, the Arizona Department of Education and ESEA Title III, sponsors of the conference, brought together more than sixty educators from all parts of the state. These represented the elementary and secondary schools in Arizona where Indian students are enrolled. After a summation of the research findings by Mr. Jack Harbeston, President of Consulting Services Corporation, the major portion of the conference was spent in informal discussion groups where participants frankly expressed their views regarding the study, their individual programs, and the needs of Indian Education for the state.

PURPOSE OF THIS REPORT

The ensuing report is based upon the results of these discussions, as reported by the eight discussion group leaders. Although the findings have been summarized to reduce repetition, as editor I have tried to retain the full integrity of the views expressed. My own comments, which were requested, remain apart and are easily distinguishable from those of the participants.

In spite of the many conferences held in the past, and the host of reports that resulted, some of the participants felt that the "Indian Needs Assessment Conference" stood apart from its predecessors in several ways:

1) Representation from Arizona schools with Indian students was extensive and statewide.

2) Some very knowledgeable Indian educators were given an opportunity to play a major role in the proceedings.

3) Most of the day was spent in an informal workshop atmosphere where there was a minimum of speech-making and a maximum of personal confrontation with an exchange of views.

It is the intent of this report to take full advantage of the great wealth of expertise in evidence at the "Indian Needs Assessment Conference" to produce an important documentation of what teachers, school administrators and Indian leaders agree are the key needs of Indian students throughout Arizona. While the views expressed here may not be new or revolutionary, they should at least be representative, and this fact in itself is ample justification for the effort.

EVALUATION OF THE INTERIM STUDY

PARTICIPANTS' REACTIONS

Overall reaction of the conference participants to the interim study by Consulting Services Corporation was mixed. Some cited it as a "springboard" for further study, while others felt it provided no new insights into the problems of Indian Education. One discussion group liked the way the report presented problems from different standpoints: the teacher, the parent, and the student. Five of the eight discussion groups, however, questioned the validity of the sampling techniques used in the study. It was their opinion that the sample was too limited in scope, and did not accurately represent a cross section of Arizona's Indian tribes.

Several groups expressed disappointment in the generalized nature of the findings. They suggested that the study lacked depth, and that some of the conclusions were not applicable to the unique conditions existing on different reservations.

My own reaction to the interim study was also mixed. While it does not provide many new answers to some of our oldest and most difficult problems, it does focus fresh attention on some prime needs: comprehensive and basic changes in the present educational system, attitudinal changes on the part of educators, parents, and students, direct Indian involvement, and more effective utilization of existing knowledge and resources.

The study lacks depth simply because it was not an in-depth study, regardless of the value of the "focus interview technique" that was described in the report. The needs of Indian students are varied and complex, as are the inconsistencies inherent in our present educational system which is striving to meet these needs. A three month research project cannot possibly assess in depth the broad scope of such problems, nor was it expected to do so.

INTERIM STUDY MISUNDERSTOOD BY SOME

Judging from the criticisms leveled at the study, many of the participants may have misunderstood its primary purpose; namely for <u>immediate iterim use</u> by the ESEA Title III Advisory Council as practical background information to assist them in screening applications for Title III grants (Harbeston 1969:ii, underlined by the editor). Mr. Harbeston may even have contributed to that misunderstanding by stating in addition, much more ambitious objectives: e.g. "...(a) the study should provide in-depth information on educational needs, (b) it should be quantified to the maximum extent possible, (c) it should be expandable to represent ethnic and geographic differences in the total state..." (Harbeston 1969:iii).

CLARIFICATION BY HARBESTON

After the conference, a letter from Mr. Harbeston further clarified his position regarding two of the criticisms aimed at the study: 1) The limited sample and 2) conclusions not applicable to all Indian tribes.

1) "Several people wanted to know how many of the persons interviewed were Indians. It was clear that they felt Indian participation was minimal. The statistics are as follows: 100% of the students interviewed were Indians and 100% of the parents interviewed were Indians. Nearly all educators interviewed, on the other hand, were white, for the obvious reason that there simply are not many Indian educators in the state of Arizona. Regarding the number of Indians involved in the policy-making, I would suggest that all Indians who attended the conference were invited expressly for that purpose."

2) "While there was at least one comment that additional data should be selected to differentiate educational needs between Indian tribes, I seriously doubt if curriculum design has evolved to such a science that it could fully utilize quantitative information in that respect. If, on the other hand, a small-scale effort, such as the recently completed Indian study, was oriented to collection of information on cultural differences leading to curriculum design, it might well be worthwile."*

It is significant that, according to the discussion group reports, none disagreed with the recommendations of the interim report. Much of the negative response seemed to come from educators who failed to receive recognition for their achievements and resented some of the criticisms that were directed towards the schools. It should be pointed out, however, that under the law regulating Title III, this project was not designed to describe all of the exemplary Indian Education programs in the state, since it was solely and specifically a "needs assessment study". Further investigation of successful educational techniques and programs, some of which exist in our own Arizona schools, is however, a real and worthy need, and it was clearly identified in many of the group recommendations.

*Letter from Jack Harbeston, President, Consulting Services Corporation, dated March 27, 1970.

ASSESSMENT OF NEEDS IN INDIAN EDUCATION

BY CONFERENCE PARTICIPANTS

A wide variety of needs in Indian Education were expressed by the educators at the conference. Their responses will be organized into five subject areas, closely resembling the areas of discussion assigned to the eight discussion groups: educator effectiveness, student involvement, educational administration, curriculum content, and family and community involvement.

EDUCATOR EFFECTIVENESS

Five groups cited a lack of understanding among educators as a primary stumbling-block to better educator-learner relationships. In order to be effective educators of Indian students, they said, teachers and administrators must develop a better understanding of Indian behavior and the motives that direct that behavior. This requires knowledge of and empathy for the diversity of Indian cultures, abilities and needs, as well as the skill and flexibility to use different techniques when coping with unique individual problems.

There is no question that an understanding of traditional Indian culture is necessary for proper insight into Indian student behavior. This is true for good educator-learner rapport in any situation. One should add to that, however, an understanding of the whole cultural environment, both historical and contemporary. That includes in this case the impact upon the Indian student of such forces as rapid culture change, poverty, paternalism, discrimination, and many more. These important and complex factors are still being studied and require sensitive instruction in the college training programs for teachers and school administrators.

Insight alone is not enough. The experienced educators at this conference were saying that real empathy and a determination to use every resource to cope with the learning problems of the Indian student are what is needed. Such determination requires strong motivation of the teacher. I think, however, we must refrain from putting the cart before the horse.

Courses can be set up (some already are) to instruct the student teacher about the cultural environment of the Indian student, and special emphasis can be given to the attitudinal requirements for teaching Indian children, but once the teacher enters the primary or secondary school system, how much incentive is he offered to maintain this all-important motivation? What good is his knowledge and empathy if his classes are overloaded with more needy students than common sense and modern research tells us he can handle? How many teachers have we motivated and then discouraged by denying them relevant educational materials or by compelling them to work under rigid, unimaginative curriculum requirements? A holistic approach to Indian education is what is called for.

INDIAN STUDENT INVOLVEMENT

The Indian student is not adequately participating in his program of education, several of the discussion groups pointed out. Instead, he is often on the periphery of school activities, including the learning process itself. A discriminatory curriculum and attempts to eradicate the student's native language were cited as reasons for his poor self-image and withdrawal.

There are problems which are unique to Indian students, many of which have already been identified. Fortunately, the commonalities

within the biological childhood environment provide useful links between our basic cultural differences. Some schools in Arizona have taken full advantage of these links and have developed remarkably effective programs for their Indian students. It is my hope that greater recognition will be given to these achievements, and that other schools will be encouraged to emulate them. The Title III Program could have a significant impact in this effort.

EDUCATIONAL ADMINISTRATION

First and foremost of the needs in educational administration expressed by the participants at the conference was the need for greater Indian involvement in the design and administration of education programs in which Indian students are enrolled. It was also pointed out that greater flexibility of at least some education funds would help to support and encourage new and innovative programs which are sorely needed. A reduction of the delay from the time funds are applied for until the time they are received was also requested by one group.

Two of the discussion groups reemphasized the need for greater continuity within the administrative operation of Indian Education programs. Examples included the need for better coordination between on-reservation and off-reservation school programs, especially where it is the common practice for students to proceed from on-reservation "Indian Schools" to integrated schools far away or in adjacent non-Indian communities. Jurisdictional inconsistencies between different schools, when coupled with the mobility of many Indian families, also present serious stumbling-blocks to parent and student involvement in school programs.

I have always supported greater Indian involvement in the design and administration of local and state-wide education programs for Indian students. Having witnessed the competent group of Indian educators in action at the conference, I am all the more convinced that the cry of "no qualified Indian educators" should be silenced once and for all. Realistically though, the only way to do this is to select the very best Indian educators for key positions in our state education system, and let them prove their value.

The use of Johnson-O'Malley funds in lieu of property taxes will always raise the spectre of wardship and welfare when talking to non-Indians about fiscal responsibility for local education programs. Much of this feeling emanates from a poor understanding of Johnson-O'Malley and from the communications gap that prevails between Indians and non-Indians. It is a bit like the resentment non-farmers have for farmers who participate in the farm subsidy programs of the federal government. I would very much like to see the issue of fiscal responsibility for Indian Education brought to a clear and acceptable understanding between Indians and non-Indians, in order to enhance Indian rights and responsibilities in the education of their children.

CURRICULUM CONTENT

By far, the strongest criticism of the various curricula used in Arizona schools today was the irrelevance of much of the content for Indian students. Some of the conference participants even cited examples of discriminatory texts and courses which were felt to have a detrimental effect upon the Indian self-image: e.g. certain history texts and courses which depicted the Indian as a savage renegade, or excluded his role in American history altogether. Some

educators questioned the psychological impact perpetrated by teachers who strive to discourage their Indian students from learning their native language.

Perhaps the crux of the issue stems from one burning question which was recorded by three of the conference discussion groups: What are we to educate Indian children for? Are we preparing them for integration, assimilation, or isolation? Have Indians themselves clearly defined their educational goals, and do they have a complete understanding of the implications these goals carry with them? One discussion group very poignantly brought out the fact that there is woefully little coordination of goals or efforts between the multifarious specialized agencies conducting education programs for different segments of the Indian population. What can be the effects of such a splintered approach?

I have seen many answers to the questions above, but few adequately define for us the guidelines needed to design the most effective techniques or to plan the curricula that will get us to some satisfactory goal. Today there are some very deep conflicts of educational goals within the majority of American society. The traditional curriculum content in many subject areas is undergoing change. Students all over the nation are reevaluating long-standing educational goals. In this, the Indians are not alone, nor can they afford to stand by and watch. Be he Indian or White, the individual student with the aid of his family and counselors, must ultimately determine his own educational goals.

There might still be some value, however, for Arizona Indians, with the aid of their own native educators, to make a public pronouncement

of their self-determined educational goals. Such a statement, which would have to be a commitment as well, could have an impact on long-range planning and programming at the state level. Non-Indians, of course, would have to accept among Indians individual variances to the statement, just as there are among non-Indians.

FAMILY & COMMUNITY INVOLVEMENT

Of all the needs identified thus far, the one expressed by most groups at the conference was the need for greater family and community participation in local education programs. Some educators cited poor communication between parents and educators as a major block to cooperation and support of the school programs. They suggested that the "education gap", which exists between many Indian parents and school personnel, is a primary cause. Some saw an urgent need for better public information about goals and methods of local schools. Presently, many Indian parents hesitate to support their schools because they are confused with all the controversy that surrounds them.

The most serious problem of family and community involvement occurs with the boarding schools. One group felt that as long as boarding schools remain a necessity, a special effort should be made to attack this problem. Indians living in urban areas appear to suffer more isolation than do Indians in small communities or on the reservations, another discussion group also pointed out.

What do we mean by "family and community involvement"? A few of the discussion groups preferred to be more specific. Involvement means having "more influence" over the design and implementation of local programs. It means "creating programs" that would reflect the aspirations and needs of the people in the communities they serve.

Indian family and community involvement in local school programs has been a problem of which many educators have been keenly aware for generations. Perhaps it all began around the turn of the century, when the children were rounded up and shipped off to East Coast boarding schools. Government paternalism did the rest.

But there are many local school programs throughout the country which suffer from public indifference. Interest is sometimes awakened only when the people are shocked by a crisis: a property tax rise, a controversial teacher, or student drug abuse. Such spasmodic concern would have little effect upon the school program, were it not for the fiscal and voting powers of the people of the district. Why should we expect Indians to behave any differently from ourselves?

It has been my experience to find that most responsible Indians believe in the value of educating their children. It may be for a different purpose than ours, or their concept of a good education may differ from ours, but this should surprise no one. What I as an Anglo find more astonishing, is the degree of faithful cooperation evidenced by so many Indian parents towards so completely alien a system of change that threatens their traditional way of life.

There are some very valid reasons for the lack of Indian family and community involvement in local school programs:

1) Many are opposed to assimilation with the White Man's culture, and believe that adherence to their traditional lands, language and values is paramount to survival.

2) The low level of schooling among many Indians detracts from their understanding of the goals and methods of the school programs and provides few personal models for others to emulate.

3) Inconsistencies within our own educational efforts in the past have heightened distrust and confusion.

4) Numerous aspects of our education program are irrelevant to both the traditional and contemporary Indian way of life.

5) Many Indians realize that they are powerless to affect critical aspects of the school program.

6) Some Indian adults who have attained a formal education are frustrated by their failure to secure the occupational or social goals they thought their education would bring.

As one Indian educator correctly observed, many of the above reasons are also valid for countless non-Indian families. Realizing this, our concern should not be restricted to Indians, and yet, the lack of family and community involvement is often allowed to exist somewhat like a mild fever. In reality, it could be a subtle symptom of far more complex and dangerous ills that lie at the heart of our whole education system.

RECOMMENDATIONS BY THE PARTICIPANTS

REGARDING INDIAN EDUCATION NEEDS

Many excellent recommendations were proposed by the participants at the "Indian Needs Assessment Conference". In reviewing them, I find that they lend themselves to a definite grouping: recommendations for state level agencies, colleges and universities, and local schools or school districts. While the short duration of this conference did not allow time for the selection of priorities, or for discussion about how the recommendations might be carried out, such topics, I hope, will provide the substance for future meetings.

STATE LEVEL RECOMMENDATIONS

Two of the discussion groups suggested that the Indian Education Division of the Arizona Department of Education be expanded to provide more services to tribes and local schools. It was hoped that such expansion would include the employment of some professional educators of Indian descent, and that it would also enable the Indian Education Division to take more active participation in research and in the development and implementation of new experimental programs. A few participants expressed the concern that the Arizona Department of Education completely reevaluate its objectives and educational philosophy with regard to Indian student needs and the needs of other ethnic minorities in Arizona.

Two groups proposed that recognition and greater support be given at the state level to those local schools that have made significant gains in educating Indian students. Such innovative programs should be studied as models for possible adaptation and future acceptance by other school districts. It was also recommended that the Arizona Department of Education require all state-supported teacher education programs in Arizona to include training in Indian Education.

RECOMMENDATIONS TO COLLEGES & UNIVERSITIES

Several groups felt that much more needed to be done at the college and university level to improve teacher training programs. Some of the specific recommendations that were offered included:

1) Put greater emphasis in both teaching and research on the understanding of Indian child behavior in relation to his environment and cultural traditions.

2) Extend student-teaching requirements to include some experience teaching on the reservation.

3) Allow Indians to instruct teacher-trainees about Indian culture.

Two groups recommended that more support should be given to increasing the number of native Indian teachers. Indian Education Centers should be established at all state universities, with scholarships for promising Indian students who wish to become teachers, counselors, and school administrators.

A consensus of the educators in one discussion group felt very strongly that the colleges and universities, in conjunction with local schools, should play a major role in the research and development of imaginative and effective school curricula. Our Institutions of higher learning, they said, should also help teachers and administrators find better ways to evaluate new or existing programs and techniques for educating Indian students. Even now there is a wealth of sound research that has been published, which should be developed for practical application in the schools.

RECOMMENDATIONS TO LOCAL SCHOOLS

Most of the recommendations submitted by the participants at the "Indian Needs Assessment

Conference" were directed towards the local schools, and they fell into 3 major clusters: a) increase Indian involvement, b) improve local staff, and c) make curriculum more relevant.

Several of the groups emphasized that an earnest attempt should be made in all schools with Indian enrollment to have Indians working as school board members. This, they said, was mandatory for effective Indian involvement. In addition, more effort was needed to develop constructive school-community relations. In order to achieve this goal, one group suggested that schools encourage the tribes to set up school liaison boards of Indian parents. In addition, the schools should establish positive channels of communication with existing tribal organizations to seek advice and assistance from local Indian leaders. School administrators should also encourage all staff members to keep in constant touch with the Indian people from the local communities in a special effort to increase their participation in school activities.

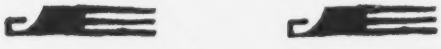
To increase parental involvement, adult education courses, offered locally, might also help to bridge the "education gap" discussed earlier in this report. Participants at the conference suggested that schools enlarge the number of Indian teachers' aides. Many educators apparently felt that this approach, especially in the lowest grades, had had encouraging results. A substantial increase in the number of elementary school counselors was also advised. One discussion group urged school districts to recruit local, trained personnel who would be familiar with the communities in which they were hired to teach.

Another method, suggested to help faculty and staff members increase their awareness of the problems and potentials of Indian students,

was the establishment of regular in-service training programs. Here the latest research developments and experimental school projects could be evaluated and adapted to local conditions.

Conference participants saw a positive advantage in putting more emphasis in teaching the value of traditional Indian culture, instead of allowing the old and hackneyed prejudices to remain. To accomplish this, schools might make greater use of Indian cultural artifacts as instructional materials, and find new and useful ways to increase the Indian culture content of the school curriculum.

Such new and innovative measures, which were often difficult to support out of local tax dollars and limited Johnson-O'Malley funds, can now be tested through support from the ESEA Title III Program, which is especially designed "to advance creativity in education". Since Indian Education holds many thoughtful challenges to our creativity, ESEA Title III should anticipate increasing involvement in the statewide effort to provide better education for Arizona's Indian students.



SOME RELEVANT OBSERVATIONS AND CONCLUSIONS

There is very little that I need to add to what has already been said by others. It is plain to see that some gains in Indian Education have been made. Probably one of the most significant of these gains is the fact that today - - as opposed to ten or fifteen years ago - - we do have a growing number of professional educators who come from our own Arizona Indian tribes. These people have personal experience to add to their professional competence, and it should be of genuine value to have them actively contributing to our statewide education system.

In spite of what gains have been achieved, it is all too evident that a great number of today's Indian Education problems are old and thread-bare. They have been with us for years. The lack of Indian family and community involvement is a classic example. Many educators have voiced discouragement at hearing over and over each year the same shop-worn problems and solutions that have been offered during a decade of discussion at Indian Education conferences.

Fact of the matter is, not <u>all</u> efforts have failed. Some schools have achieved astonishing success, but preoccupied as we often seem to be with problems, we may have overlooked opportunities to make the most of individual successes. As educators, we have ironically failed to take the best educational advantage of some of our own models of success. This is not a blanket condemnation, but simply recognition of a hard fact.

Teachers and school administrators who frequently attend conferences and workshops have all heard of several success stories out of schools in Arizona or other parts of the country. These individuals have probably gone home from the meeting saying, "Gee, I'd sure like

to try that" - - but the effort is seldom duplicated. Why?

1) There was probably no working model or guideline to follow. Rarely are such successful experiments ever published, where others can study them in detail. Even those which do get into print are seldom written in a manner that an average busy teacher or administrator could readily adapt to his own local situation.

2) Should the individual educator be so fortunate to find that he has the above details worked out, he is still faced with the problem of convincing his staff or his colleagues - - or perhaps even the whole community - - that this is an experiment worth trying. What do the others have besides his own word and reputation to convince them that this experiment has a reasonable chance of success in their school?

Over the years countless Indian leaders have expressed their views regarding the educational goals for Indian children. Often, these goals have paralleled non-Indian goals: e. g. obtain a higher education for a better job, for a higher standard of living, etc. Sometimes the goals they expressed have exposed conflicts within the education system: e. g. retention of one's native language, adherence to certain traditional customs, etc. Then there is that timeless argument: is education for the Indian directed towards integration or assimilation?

After so many years of discussion and debate, several basic issues of contention between Indians and non-Indians remain unresolved. We do not have a clear-cut statement or policy by the Arizona Department of Education or the Indian tribes that would at least allow an understanding of each other's view. Perhaps, it is wholly unrealistic to expect an inter-tribal policy on education, considering the many differences between tribes.

The fact remains, however, that these basic issues - - mostly concerning goals and the methods for achieving them - - still create antagonisms between Indians and non-Indians, as they did at the Indian Needs Assessment Conference. As one of the participants described it, "Some pretty sensitive issues were raised, but since there was so little time to discuss them, we thought it best that they be dropped." In other words, why open the wound if you don't have time to affect a cure? Someday, we may be forced to take the time.

In concluding this report, I would like to offer a few proposals for your consideration. I lay no claim to their originality, nor can I assert that they have had adequate exposure to debate or criticism. They are, very simply, one man's viewpoint regarding a broader approach to the education of Arizona's Indians. Since many readers already know my specific recommendations for Indian education from my study of Apache education programs, which was published by the University of Arizona in 1968, I will not repeat them here.

Let me be the first to admit a long-standing personal interest in Arizona's Indian people. They were my principal reason for coming to Arizona in 1957 to enroll as a graduate student at the University of Arizona Department of Anthropology. During the past 13 years I have worked in the areas of Indian Law, Indian Health, Indian Culture History, and most of all, Indian Education. I have learned a great deal from my Indian colleagues, and my interest in serving the needs of the Indian people is as strong as ever, but of late I have begun to question the practicability of some of their demands.

Specifically, I question the justification of proportionately so great an emphasis in Arizona on specialized education for Indians, when

we have so little of the same to offer other minority groups living in our state. If we can justify Indian Education Centers at each of our three universities (Recommendations, p.19), and require all state-supported teacher education programs to include training in Indian Education (Recommendations p.19), then why not create Mexican-American Education Centers, Afro-American Education Centers, and so forth? Even if we could justify all of them, could we afford it? And even if we could afford it, how much overlapping would occur?

Although some may argue this point, there is ample evidence from social science and educational research which has shown that children are children first, and are Irish, German, Navajo and Yaqui second. While we cannot deny their many significant cultural and even physiological differences, we also know that some of the techniques these ethnic groups must use to achieve their chosen goals will be common for all. The goals themselves may be different, but there can be much overlapping in the methods used to reach them. There may even be considerable advantage in sharing the knowledge and expertise that these techniques require.

In the light of these possibilities, I would give strong support to the organization of a statewide Council on Minority Education, called COME. It should be a relatively free and unfettered body that can serve to develop and promote new and improved policies and techniques for the education of all minority children in the state of Arizona. It should include adequate and just representation from the minority groups of the state, as well as from the educational institutions serving the different geographic areas.

The primary responsibilities of the Council might be to: a) assess needs and priorities, b) promote research and implementation of recommendations,

c) evaluate existing programs, with particular emphasis on new and experimental programs which might be adapted for wider use, d) serve as sponsors and board of directors for an Arizona Journal of Minority Education (detailed below), and e) serve as sponsors and coordinators for a Needs Assessment Program (detailed below).

The Council would be composed of several Minority Advisory Committees (MAC), each concerned with the needs and interests of a recognized Arizona minority: e.g. Indians, Mexican-Americans, Negroes, etc. An Executive Secretary, along with one chosen representative from each MAC would form an Executive Committee. The MAC's should probably have no more than ten members and a chairman, nor the Council more than 30 to 40 members. The Chairman of the Council would be chosen from among the members of the Minority Advisory Committees, rotating once each year from one MAC to the next.

Since this report is primarily concerned with the educational needs of Indians, let us view the operation of the Council through some hypothetical activities of the Indian Minority Advisory Committee.

The Needs Assessment Program could function as follows:

1. "Grass-Roots" Hearings - - Through local meetings at school districts, neighborhoods, and communities, representatives from the Indian MAC would join with the tribes in sponsoring public hearings on the reservations to obtain the people's views regarding their educational needs and interests.

2. Regional Meetings - - Selected school officials, teachers, and representatives from parent and student organizations from each reservation would meet to evaluate the results of the public hearings from that tribe, and add their own assessment of needs and priorities.

3. Indian Minority Advisory Committee meetings - - The Indian MAC would make a final compilation of the key needs and priorities defined thus far from all the reservations for use in organizing a series of Town Halls or symposia to be held at each reservation.

4. Regional Town Hall Series - - The purpose of the Town Hall series on each reservation would be to consider in depth each of the key needs that have been identified, and to propose recommendations for their solution. Once again, each series would be jointly sponsored by the tribe and members of the Indian MAC, who would also select the participants from the reservation.

5. Final Assessment - - As the results of the individual symposia (Town Hall) come in to the Indian MAC, they would be compiled in a concise manner and given a final review. The principal recommendations would then be presented in a report to the entire Council for final action. The Council on Minority Education would fulfill one of its primary functions by giving support to the recommendations for further study or implementation.

This takes care of duties "a", "b" and "e".

The Council would also serve an important purpose in evaluating existing education programs in relation to the changing educational environment, first through intensive deliberations by the MACs and then through the action of all members. Both obsolete and experimental programs would be the principal targets of the Council, not only for the purpose of upgrading individual programs, but hopefully, to give greater incentive to the "innovators" in the system, and to take the best possible advantage of successes and failures. And this is where the Journal would play a key role.

The Arizona Journal of Minority Education would be designed primarily to aid the educator in coping with Minority Education problems. It could also aid inter-group relations by serving as another key communications link. The Journal could report all of the activities of the Council and the proceedings of the Needs Assessment Program. It could describe and report analyses of new and experimental programs for minority students and also publish supplements regarding the most promising programs which the Council feels should be adapted for wider use in other schools. Each supplement would provide local school personnel with the necessary guidelines for adapting the program to their own school.

The Journal would also serve to report research findings and new programs of relevance at our state colleges and universities. It could even be published by a university press, but the Council would have the responsibility for selecting the editorial board.

Finally, I would like to propose Minority Education Centers or Minority Education Departments at our state institutions of higher learning, in lieu of Indian Education Centers, etc. As with the Council, each department would offer training relative to all Minority Education problems. Beyond that, each department could freely develop its own specialties or emphases, according to the resources available and the needs of the people it serves. Consequently, it becomes imperative that <u>all</u> state-supported teacher education programs include training in Minority Education, instead of simply Indian Education.

Before ending this report, I would simply like to answer a few of the questions that might arise from consideration of the above proposals.

By lumping Indians together with the other minority groups, aren't you running the risk of weakening the program of Indian Education in Arizona?

Actually, I do not believe it would. In fact, it might strengthen it. First, the Indian people of Arizona have access to important sources of funds that no other minority group can touch. For some years to come, at least, they still possess a unique status in the eyes of the federal government. Second, recommendations from the Council on Minority Education in support of Indian Education programs, would carry the backing of the other Arizona minorities, which is no small increase in support. Finally, the chances of developing better common solutions to common problems are greater by working together.

Wherein lies the Council's authority and strength?

Without the support of the key minorities, the Council is but a figment of the imagination. But with their support and the support of the Governor's office, a few of the key state institutions and some of the primary funding agencies, the Council could speak with much authority, particularly regarding policy and program development. A good beginning and a highly respected membership would also go far to help the Council stand on its own - - as it must, for ultimate effectiveness.

The strength of the Council would lie in its ability to cope with Minority Education problems in two distinct ways: 1) It would recognize needs which are common to several or all minorities, and combine where feasible the resources of all groups participating for the development of common solutions. 2) By recognizing those needs unique to each minority, the Council members could work together as a single force to develop and support programs aimed directly at the solution of specific minority-related problems. The Council would never serve as a "melting pot" to obliterate the individuality of its respective members, but

simply provide the opportunity for joint action in matters where additional support is desired.

How long would it take to establish a pilot project and to run the course of a Needs Assessment Program?

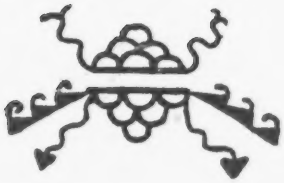
It would probably take two, or at the most, three years to complete a Needs Assessment Program. The first time around, one would need to plan on an extra six months for organizing and orienting the Council, and perhaps another six months for simply setting up the machinery to hold the "grass-roots" hearings and regional meetings. As far as the amount of time is might take to obtain adequate support for the whole program as it has been described, it could happen overnight or not in a hundred years.

How could COME be financed?

I would imagine that different phases of the program might be eligible under different funding programs. Perhaps the Needs Assessment Program could evolve out of Title III ESEA monies, and the Minority Education Departments or Centers out of Title I, Higher Education Act. The Bureau of Indian Affairs might even be able to help the Indian Minority Advisory Committee with its activities.

Financing may not be the major hurdle for COME. Getting people to believe in it might. Nothing short of a strong commitment will get it off the ground. The Governor's Office would be a grand place to start, and I wouldn't stop until we had reached the families at home. While no single minority group in the state could be expected to bear the burden for such an undertaking, the Indian people of Arizona may be in a unique position to initiate support for this program. Their years of experience with specialized education is just one of the reasons.

If Indian leaders could by their own action bring recognition and assistance to the educational needs of all minorities in the state, they will accomplish a monumental service for all Arizonans.



APPENDIX

INDIAN NEEDS ASSESSMENT CONFERENCE
March 19, 1970
Alphabetical Listing

Name & Address	District No. & County	Discussion Group
Amy Adams Intern for Teacher Corps Keams Canyon District #25 P. O. Drawer 367 Keams Canyon, Ariz. 86034	Keams Canyon Dist. 25 Navajo County	IV
Cotton Appleman, Principal Ochoa School 101 West 25th Street Tucson, Arizona 85713	Tucson District # 1 Pima County	I
*Dr. John L. Ashe, Supt. Holbrook District #3 P.O. Box 640 Holbrook, Arizona 86025	Holbrook District #3 Navajo County	II
Jesse R. Austin, Principal Whiteriver School P. O. Box 188 Whiteriver, Arizona 85941	Whiteriver Dist. #20 Navajo County (Project Director-- Title III)	V
Charles Bates -Bd. of Trustees Rice District #20 P. O. Box 207 San Carlos, Arizona 85550	Rice District #20 Gila County	IV
Sam Billison % Navaho Community College Chinle, Arizona 86503 (Window Rock, Arizona)		Discussion Leader I
Francis E. Blake, Principal Yuma County District #27 P. O. Box 1089 Parker, Arizona 85344	Yuma Co. Dist. No. 27 Yuma County	VI
Russ Boshart, Project Coordinator Title III P. O. Box L Florence, Arizona 85232		II
Ray J. Bradshaw, Supt. Page School Dist. #8 P. O. Box 1927 Page, Arizona 86040	Page School Dist. #8 Coconino County	III

CONTINUATION OF PARTICIPANTS' LIST

Name & Address	District No. & County	Discussion Group
* Dr. Trevor Browne Title III Advisory Council 79 West Cambridge Phoenix, Arizona 85003		
Wallace Burgess, Supt. Sacaton Dist. #18 P. O. Box 98 Sacaton, Arizona 85247	Sacaton # 18 Pinal County	IV
George E. Burns, Supt. Window Rock Dist. # 8 P. O. Box 559 Fort Defiance, Arizona 86504	Window Rock Dist. #8 Apache County	V
Jack Carrell, Math Teacher Indian Oasis Dist. #40 P. O. Box 248 Sells, Arizona 86534	Indian Oasis Dist. #40 Pima County	I
Tony Chico, Bd. of Trustees Indian Oasis Dist. #40 P. O. Box 248 Sells, Arizona 86534	Indian Oasis Dist. #40 Pima County	VI
Don C. Clark, Asst. Supt. Flagstaff Dist. # 1 Flagstaff, Arizona 86001	Flagstaff Dist. #1 Coconino County	VII
Miss Marian Collins (Intermediate) South School 501 South Florence St. Casa Grande, Arizona 85222	Casa Grande Dist. #4 Pinal County	I
Ken Conrath, Teacher Mohave County U.H.S. Dist. #30 515 Beale St. Kingman, Arizona 86401	Mohave Co. U.H.S. Dist. #30 Mohave County	II
Elizabeth Cook Arizona Department of Education		V
* William Corcoran, Principal Fickett Jr. High School 7240 East Calle Arturo Tucson, Arizona 85710	Tucson Dist. # 1 Pima County	I
Ray Corona, Teacher Stanfield Dist. # 24 P. O. Box 578 Stanfield, Arizona 85272	Stanfield Dist. #24 Pinal County	IV

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Mrs. Rosita Cota National Advisory Council 5620 Genematas Drive Tucson, Arizona 85704		VII
Lemuel F. Eldridge, Supt. Keams Canyon Dist. #25 P. O. Drawer 367 Keams Canyon, Arizona 86034	Keams Canyon Dist. #25 Navajo County	VII
M. D. Geraghty, Supt. Stanfield Dist. #24 P. O. Box 578 Stanfield, Arizona 85272	Stanfield Dist. #24 Pinal County	VIII
Mrs. Charlotte Gibson (Primary) South School 501 South Florence St. Casa Grande, Arizona 85222	Casa Grande Dist. #4 Pinal County	V
George S. Gieszl, Supt. Tuba City H.S. Dist.#50 P. O. Box 67 Tuba City, Arizona 86045	Tuba City H.S. Dist. #50 Coconino County	IV
Dr. Ralph Goitia, Supt. Phoenix Elementary Dist. #1 125 East Lincoln Phoenix, Arizona 85004 Title III Advisory Council	Phoenix Elem. Dist. #1 Maricopa County	VI
Rudy Gonzales, Principal Blake School Box 1089 Parker, Arizona 85344	Yuma County Dist. #27 Yuma County	VI
Mrs. Vera Griggs, Teacher Aide % Whiteriver District #20 P. O. Box 188 Whiteriver, Arizona 85941	Whiteriver Dist. #20 Navajo County	I
Donald Guyer, Supt. Rice Dist. #20 P. O. Box 207 San Carlos, Arizona 85550	Rice Dist. #20 Gila County	II
Herb Hackett, Principal Broadmor School 311 Aepli Drive Tempe, Arizona 85281 Title III Advisory Council	Tempe Dist. # 3 Maricopa County	IV

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Mrs. Anna Fay Hampton, Teacher Coolidge High School Dist. #84 520 West Lindbergh Coolidge, Arizona 85228 Indian Student Counselor	Coolidge H.S. Dist. #84 Pinal County	VII
Jack Harbeston President, Consulting Service Corp. Seattle, Washington Conference Speaker		
William D. Harrison, Supt. Puerco Dist. # 18 Sanders, Arizona 86512	Puerco Dist. # 18 Apache County	V
Ashley B. Hart, Principal Page District #8 P. O. Box 1927 Page, Arizona 86040	Page District #8 Coconino County	VIII
George Hollis, Director of Federal Programs % Tucson Public Schools Robert D. Morrow Education Center P. O. Box 4040 1010 East Tenth Street Tucson, Arizona 85717		VI
Peggy Hostetler Sacaton Dist. No. 18 P. O. Box 98 Sacaton, Arizona 85247	Sacaton Dist. #18 Pinal County	Discussion Leader II
Edward E. Jares, Principal Peach Springs Dist. #8 Peach Springs, Arizona 86434	Peach Springs #8 Mohave County	II
Mrs. Ruth Jones - Volunteer Worker Merrill Smith's Office Indian Education Dept. 39 South Hibbert Mesa, Arizona 85201		II
Milo Kalecteca, Team Leader National Teacher Corps Keams Canyon Dist. #25 P. O. Drawer 367 Keams Canyon, Arizona 86034	Keams Canyon Dist. #25 Navajo County	II

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
*Billy Kane, Board of Trustees Whiteriver District #20 P. O. Box 188 Whiteriver, Arizona 85941 Tribal Education Chairman	Whiteriver Dist. #20 Navajo County	VIII
Alice Kleinman, part-time Teacher Phoenix Indian School 3033 North Central Avenue Phoenix, Arizona 85012 (invited by Mr. VanderKraatz)		II
*Joe J. Linnane, Business Manager Window Rock District #8 P. O. Box 559 Fort Defiance, Arizona 86504	Window Rock Dist. #8 Apache County	II
*Dr. David Lloyd, Director Pupil Personnel Mesa, Arizona Helen H. MacArthur Acting Director ESEA Title III		I
Herbert Mathis, Principal Valley High School Box 245 Sanders, Arizona 86512	Apache Co. H.S. Dist #90 Apache County (represented all Dist.#90 schools)	IV
Dr. John McCoy Director, Title I Phoenix, Arizona		V
Dr. D. J. McGrath Title III Advisory Council Arizona State University Tempe, Arizona 85281		IV
Francis McKinley, Executive Director National Indian Training & Research Center Tempe, Arizona 85281		Discussion Leader IV
Byron McKinnon, Guidance Coordinator 549 North Stapley Mesa, Arizona 85201		VI

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Mrs. M. McNevins, Curriculum Coordinator % Whiteriver Dist. #20 P. O. Box 188 Whiteriver, Arizona 85941	Whiteriver Dist. #20 Navajo County	VII
Mrs. Gladys McWhinney, Social Worker % Tucson District #1 P. O. Box 4040 Tucson, Arizona 85717	Tucson Dist. # 1	I
Curtis Mecom, Principal Maricopa Dist. # 20 Box 257 Maricopa, Arizona 85239 (attended in place of Brose Hanchett, Supt.)	Maricopa Dist. #20 Pinal County	III
Josiah Moore, Educational Coordinator Papago Tribe Sells, Arizona 85634 Title III Advisory Council		VIII
James Myron 1010 East Tenth Street Tucson, Arizona Title III Project Director		III
Al Nader, Principal Casa Grande U.H.S. Dist. #82 420 East Florence Boulevard Casa Grande, Arizona 85222 (attended in place of Loren S. Curtis, Supt.)	Casa Grande U.H.S. Dist. #82 Pinal County	VI
Oscar O'Hanion, Project Director Title III Fickett Jr. High School 7240 Calle Arturo Tucson, Arizona 85710	Tucson Dist. # 1	IV
Anna Margaret Osborn Title III Advisory Council 401 24th Avenue Yuma, Arizona 85364		V

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Edward Parmee, Conference Summarizer Area Specialist Community Resource Development Cooperative Extension Service University of Arizona Coolidge, Arizona 85228		
Mrs. F. Robert (Lydia) Paulsen Title III Advisory Council 2801 North Indian Ruins Drive Tucson, Arizona 85715		VII
Don L. Peterson, Supt. Indian Oasis Dist. # 40 P. O. Box 248 Sells, Arizona, 86534	Indian Oasis Dist. # 40 Pima County	VIII
*Sam Polito, Educational Specialist Model Cities Tucson Dist. # 1		II
* Wayne Pratt Indian Education Department Arizona Department of Education		III
Eldon Randall, Superintendent Fort Thomas Dist. # 7 P. O. Box 28 Fort Thomas, Arizona 85536	Fort Thomas Dist. # 7 Graham County	VIII
Vincent Randall, Science Teacher Verde School District # 3 P. O. Box 21 Clarkdale, Arizona 86324	Verde District #3 Yavapai County	Discussion Leader III
*William Raymond, Title III Project Dir. P. O. Box AC Tempe, Arizona 85281		II
Miss Florence Reynolds, Principal Pueblo High School 3500 South 12th Avenue Tucson, Arizona 85713	Tucson H.S. Dist. # 101 Pima County	III
Arnold Rhodes, Teacher Pueblo High School 3500 South 12th Avenue Tucson, Arizona 85713	Tucson District # 1 Pima County	III

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Mrs. Marge Robinson Elementary School Counselor for Indian Education Department 39 South Hibbert Mesa, Arizona 85201		IV
Carlos Salas, Teacher Rice District #20 P. O. Box 207 San Carlos, Arizona 85550	Rice District #20 Gila County	VIII
Eusebio L. Sanchez, Principal Seven Mile School P. O. Box 188 Whiteriver, Arizona 85941	Whiteriver Dist. # 20 Navajo County	III
Eugene Sekaquaptewa Center for Indian Education College of Education Arizona State University Tempe, Arizona 85281		Discussion Leader V
* John R. Sells, Principal Crane District # 13 930 Avenue C Yuma,Arizona 85364	Crane Dist. # 13 Yuma County	V
Clare Seota, Education Director Salt River Pima Maricopa Tribe Scottsdale, Arizona 85251		Discussion Leader VIII
Dr. W. P. Shofstall, Superintendent Arizona Department of Education		
Emmett Sims, Principal Parker High School P. O. Box 1129 Parker, Arizona 85344	North Yuma County U.H.S. District #20 Yuma County	I
Jewell Sisemore Western States Small Schools Arizona Department of Education		V
Mamie Sizemore Counselor, Indian Education Arizona Department of Education		VI

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
Dr. George Smith, Superintendent Mesa District # 4 549 North Stapley Mesa, Arizona 85201	Mesa District #4 Maricopa County	III
Merrills Smith Title III Project Director Coordinator, Indian Education Dept. 549 North Stapley Mesa, Arizona 85201		Discussion Leader VII
Larry Stout, Title III Project Director Box 5618 Northern Arizona University Flagstaff, Arizona 86001		V
*H. L. Suverkrup, Superintendent Crane District # 13 930 Avenue C Yuma, Arizona 85364	Crane Dist. #13 Yuma County	V
*Alex Susoeff, President, Bd. of Trustees Union District # 62 Route 1, Box 194 Tolleson, Arizona 85353	Union Dist. # 62 Maricopa County	VI
John Tanner, Director, ESEA Title III		
Jay Tome, Counselor Tolleson U.H.S. Dist. #214 9419 West Van Buren Tolleson, Arizona 85353	Tolleson U.H.S. Dist. #214 Maricopa County	VII
Jim Turner Indian Education Arizona Department of Education		I
R. Keith Udall, Superintendent Apache County H.S. Dist.#90 P. O. Box 790 Springerville, Ariz. 85938 (represented all high schools in District #90)	Apache Co. H.S. Dist.# 90 Apache County	I

CONTINUATION OF PARTICIPANTS' LIST

Name and Address	District No. & County	Discussion Group
*M. D. Van Fredenburg, Principal Alchesay H.S. Dist. #30 P. O. Box 188 Whiteriver, Arizona 85941	Alchesay H.S. Dist. #30 Navajo County	VIII
David Vander Kraats Educational Coordinator Gila River Reservation P. O. Box 427 Sacaton, Arizona 85247		
Jim Walker, Teacher Stanfield Dist. #24 P. O. Box 578 Stanfield, Arizona 85272	Stanfield Dist. #24 Pinal County	III
*Herbert White, Principal Union District #62 Rte. 1, Box 194 Tolleson, Arizona 85353	Union District #62 Maricopa County	VII
*Mrs. Wilkerson Tempe Education		VII
Jack Wilson, Superintendent Kayenta Dist. # 27 P. O. Box A-7 Kayenta, Arizona 86033	Kayenta Dist. # 27 Navajo County	VI
Roger Wilson Counseling Center Northern Arizona University Flagstaff, Arizona 86001		Discussion Leader VI

*Absent from the March 19th Indian Needs Assessment Conference

Also absent from the March 19th Indian Needs Assessment Conference were the following:

School Principal (name unknown) phoned in from Merrills Smith's office who was to sit in Discussion Group VIII

Holbrook High School representative who was to sit in Discussion Group III

Yuma County representative who was to sit in Discussion Group VIII

Yuma County representative who was to sit in Discussion Group VII

NOTE: District numbers and/or counties are shown where known or applicable.